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"Textile Chemistry;" Hummel, *Dyeing of Textile Fabrics;* Chevreul, *Theory of Coloring;* Tylor, *Primitive Man,* and *Early History of Man;* Joly, *Man before Metals;* Mason, *Woman's Share in Primitive Culture;* Kellar, *Lake Dwellings of Switzerland;* United States Ethnological Reports; "A Suit of Clothes," *Harper's,* Vol. LXXX, p. 685; Nadillac, *Stories of Industry;* Yeats, *Commerce and Industry;* "Wool," *Johnson's Encyclopædia; Murche Science Reader;* Archer, *Wool, Flax and Linen;* Chase and Clow, *Stories of Industries,* Vol. II; Earle, *Home Life in Colonial Days.*

WOODWORK.

COURSES VI AND VII.

ANNETTE BUTLER AND ELIZABETH EUPHROSYNE LANGLEY.

THE manual-training department offers a course in woodwork for the grammar grades, and a course for the primary grades. The object of these courses is to present to the teacher conditions for obtaining the greatest amount of skill possible in the given time, and to consider the aims of educational manual training and the methods of carrying on the work. For the acquisition of skill, a series of models has been planned, with the purpose of presenting a number of exercises involving the use of all the common woodworking tools. The attempt has been made, also, to arrange a progression of difficulties which shall keep pace with the increasing power of the worker.

This particular set of models is not intended to serve in any way as a basis for a woodworking course for children, but for help to teachers in planning work for their own pupils, definite suggestions in the form of drawings and descriptions will be furnished.

Each member of the class will be asked to make a design for each of several objects which will be suggested by the teacher or by the class itself. These designs will be looked over with the class, and criticised from the structural and the artistic point of view.

The greatest emphasis will be placed upon the relations which the hand-work should sustain to the other school activities, especially in the primary grades.

Taking this point of view, we see that one employment of hand-work may be in constructing apparatus for carrying on other lines of work; another, in decorating the class-room or making it more comfortable; and a third field is opened in the use of constructive hand-work as a means of illustrative expression, in the same manner in which clay-modeling and painting are used. The use of hand-work in this manner will be carefully examined and discussed.

The last and broadest field for the use of hand-work is in making the occupation itself the basis for a grade's work, and working from it as a center to those subjects which touch it intimately. This plan also will be illustrated and discussed.

In all the hand-work, the working out of the number and drawing connected therewith will be given prominence.

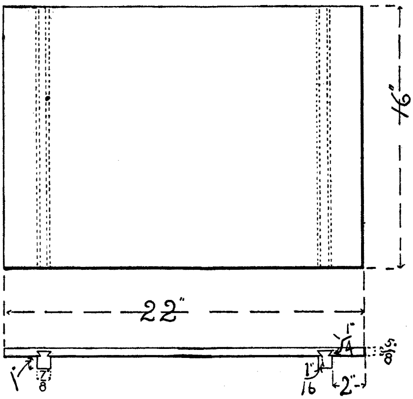
I. The history of the manual-training movement. (1) The growth from the industrial to the educational ideal.

II. The aims of manual training as a factor in education. (1) Training in motor control. (*a*) Importance of the hand as organ of the mind. (2) Effect upon character of the child. (*a*) Growth of will through voluntary activity. (*b*) Self-reliance arising from consciousness of ability to do. (*c*) Concentration, attention, honesty of effort demanded. (3) The child is given opportunity to direct his efforts toward concrete ends which intimately concern his own life. (4) Training in reason and judgment in selecting and adapting means to end. (5) Training of the artistic sense in appreciation of form, symmetry, proportion. Adaptation of design to function

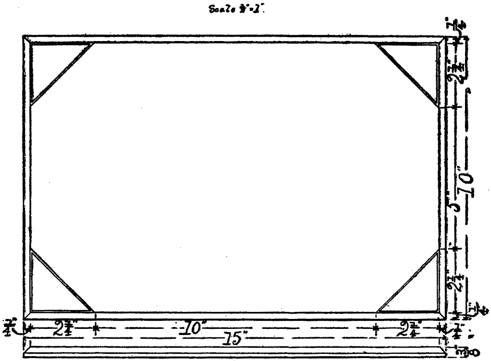
III. The principles are: (1) Effort to find a working basis in manual training. (*a*) Course of technical exercises. (*b*) Course of useful models—illustration of these courses by various systems of manual training. (*c*) The real needs of the child, either in school or home. (*d*) The interrelation of hand-work and other school occupations as a basis. (2) The problem of so arranging work upon the last two bases mentioned that increasing motor power shall result. (3) Extent to which child's initiative shall be followed in selecting and designing things to be made. (4) The proper time in the child's life for most effective hand-training. (5) The kinds of movement which make for best motor training. (6) Degree of skill and accuracy which should be expected. (*a*) Basis for criticism of product.

IV. The use of number and geometry in manual training. (1) Demand for use of fundamental operations of number. (2) The ability to estimate magnitudes through constant measuring. (3) The demand for geometrical constructions.

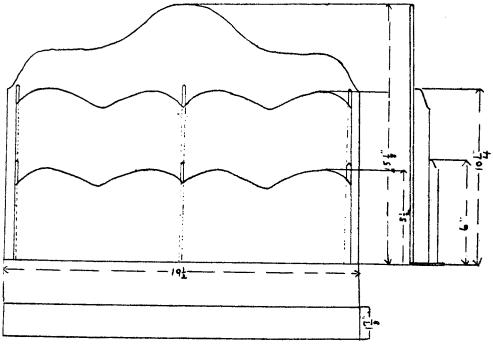
V. The use of drawing in manual training. (1) Free-hand sketches. (2) Orthographic projection and its application to working drawings. (3) Geometric projection. (*a*) Principles of geometric projection. (*b*) Where this form of drawing is most advantageously used.



Drawing Board.



Blotting Pad. Popular.



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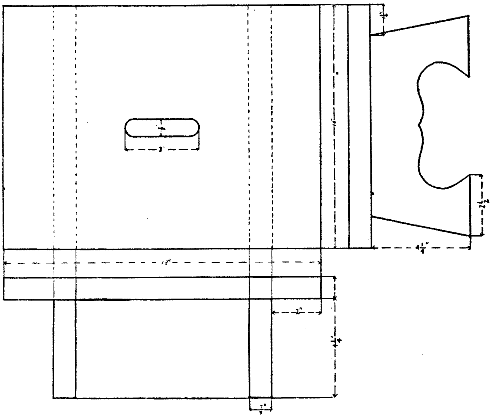


Foot Stool. Popular. Edna Hort

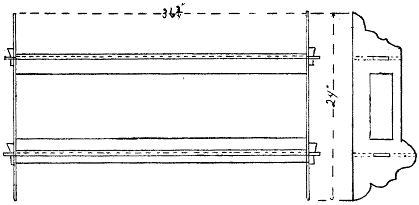


Plate Rack. Oak. Bertha Schenck

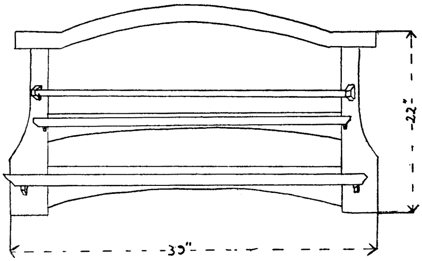
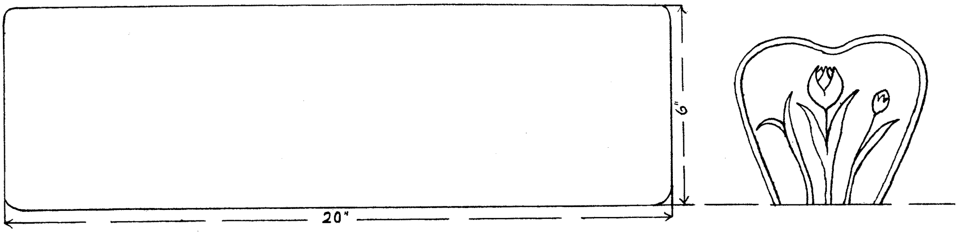


Plate Rack. Oak. Alice Hosmer



Desk Book Rack Cherry

VI. Study of construction and design in wood. (1) Limitations resulting from structure of material. (2) Methods of construction best adapted to various purposes. (3) Beauty due largely to correct proportion and construction. (4) Kinds of wood best suited to various purposes.

VII. Ornament in woodwork. (1) Use of ornament. (2) The problem of suiting the ornament to the material, function, and construction of the object to be decorated. (3) Practice in decorative designing, in wood-carving, staining, and marquetry.

MUSIC.

ELEANOR SMITH.

NOTE. — Owing to Miss Smith's absence from the country, it is not possible to print the syllabus of her course. Her course will include, however, actual training in singing and a theoretical review of the field of school music ; a critical study of songs ; interval work ; sight-singing ; part-singing ; grading of songs ; and voice-training.

PHYSICAL TRAINING.[1]

CARL J. KROH.

COURSES X AND XI. THEORY AND PRACTICE OF SCHOOL GYMNASTICS.

COURSES in general gymnastics, with especial reference to the class aims embodied in the general scheme of gymnastics in the School of Education. The correlation of gymnastics, of free exercises, and forms of apparatus gymnastics. The study of purposive and effective training on the basis of gymnastic knowledge derived from the study of the structure and functions of the human body. The interpretation of individual needs and qualifications. The application of gymnastic principles to school recreation ; the direction of plays, sports, and games.

SYNOPSIS.

1. Scope and spirit of physical training as an educational discipline: Nature of physical training and its effects on the body, the will, and intelligence. The physiology of symmetry, form, and balance. General and specific considerations in a scheme of graduated school gymnastics.

2. Relations of anatomy and physiology: The tissues and their development. Organs and functions. Form, structure, use. Osteology; origin and growth of bones. Divisions of skeleton. Names and description of bones.

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[1] It is not possible to print the syllabi of Courses 13, 14, and 15, but the courses will be given as announced.